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|  | Autumn 1 | Spring 1

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 | Summer 1 |
|  | My Family and when they were little | Our local area – pictures from the past | The seaside – what was it like in the past? |
| Year 1 | **How did we learn to fly?**Events beyond living memory*Core Concepts:**Transport**Technology**Significant People:**The Wright Brothers* | **Who taught us how to aspire?**Significant individuals in the past who have contributed to national and international achievements*Core Concepts:**Civilisation**Significant People:**Amelia Earheart**Martin Luther King* | **Who lives at Buckingham Palace?**Changes within living memory*Core Concepts:**Monarchy**Significant People:**Queen Elizabeth II**King Charles III* |
| Year 2 | **Were all explorers great?**Significant individuals in the past who have contributed to national and international achievements*Core Concepts:**Transport**Monarchy**Settlement**Significant People:**Christopher Columbus**Ibn Battuta**Neil Armstrong* | **How did London change after the Great Fire?**Events beyond living memory*Core Concepts:**Civilisation**Monarchy**Technology**Significant People:**Christopher Wren**King Charles II**Samuel Pepys* | **Who worked at the factory through our window?**Significant historical events, people and places in their own locality.*Core Concepts:**Technology**Settlement**Monarchy**Significant People:**Hugh Mason* |
| Year 3 | **How did early man live?** Changes in Britain from the Stone Age to the Iron Age*Core Concepts:**Settlement**Civilisation**Technology* | **How did metal change the way we live?**Changes in Britain from the Stone Age to the Iron Age*Core Concepts:**Settlement**Civilisation**Technology* | **What did the Ancient Egyptians achieve and believe?**The achievements of the earliest civilizations*Core Concepts:**Technology**Spirituality**Civilisation* |
| Year 4 | **Why are we grateful for the Greeks?**A study of Greek life and achievements and their influence on the western world*Core Concepts:**Technology**Civilisation**Spirituality* | **What did the Romans bring to Britain?** The Roman Empire and its impact on Britain*Core Concepts:**Settlement**Technology**Spirituality* | **How can the history of Manchester inspire us?**A local history study*Core Concepts:**Civilisation**Technology* |
| Year 5 | **Why do we remember the 5th November?**Study of an aspect of social history, such as crime and punishment*Core Concepts:**Monarchy**Spirituality* | **Was life better when the Saxons came?**Britain’s settlement by Anglo-Saxons and Scots*Core Concepts:**Settlement**Spirituality**Transport**Civilisation* | **What did early Islamic civilisation leave behind?**A non-European society that provides contrasts with British history*Core Concepts:**Technology**Spirituality**Civilisation* |
| Year 6 | **How did Manchester help to end World War 2?**A significant turning point in British history*Core Concepts:**Transport**Technology* | **Were the Vikings ruthless killers or resourceful settlers?**The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edwardthe Confessor*Core Concepts:**Transport**Settlement**Civilisation**Spirituality* | **How did our small island make a big change?**A local history studyA significant turning point in British history*Core Concepts:**Technology**Civilisation**Travel* |

History’s big ideas form a significant focus within St Stephen’s History Curriculum:

**Chronological Understanding:** St Stephen's History curriculum aims to provide students with a strong chronological understanding by presenting the story of Britain in conjunction with comparisons to the wider world. By studying the history of Britain in a chronological framework, students can develop a deep appreciation for how the nation has evolved over time and its impact on the world. Additionally, by exploring and comparing historical events, cultures, and societies from different parts of the world, students can gain a broader perspective and understand the interconnectedness of global history.

**Cultural, ethnic and religious diversity:** St Stephen's History curriculum recognizes the importance of cultural, ethnic, and religious diversity by incorporating the impact of spirituality in human history and providing knowledge about significant individuals from various social contexts. By exploring the role of spirituality in historical events and civilizations, students gain a deeper understanding of how beliefs and values have shaped societies throughout time. Additionally, the curriculum highlights the contributions of individuals from diverse backgrounds, ensuring that students learn about significant figures from different cultures, ethnicities, and religious traditions. This approach promotes inclusivity, fosters empathy, and encourages students to appreciate the richness and diversity of human history.

**Change and Continuity:** St Stephen's History curriculum incorporates the concepts of change and continuity by exploring various aspects of everyday life and tracing the evolution of elements such as travel, monarchy, and governance over time. By studying how these aspects have changed, students develop an understanding of the dynamic nature of human society throughout history. Simultaneously, the curriculum highlights the enduring presence of these elements, emphasizing their significance since the early stages of civilization.

**Cause and Consequence:** St Stephen's History curriculum incorporates the concepts of cause and consequence by emphasizing the analysis of evidence and the examination of the impact on key historical events. Students are encouraged to critically evaluate primary and secondary sources, enabling them to understand the factors that led to specific events and the subsequent consequences that followed.

**Significance:** St Stephen's History curriculum places a strong emphasis on significance by highlighting and learning from significant individuals throughout history. By studying the lives and contributions of notable figures, students gain a deeper understanding of the impact individuals can have on shaping historical events and societies.

**Interpretation:** St Stephen's History curriculum incorporates interpretation by framing history through the lens of an enquiry question. This approach empowers students to reflect on the opinions they develop from studying history and encourages them to critically examine how historians have made interpretations based on the evidence they have studied.